



# Unit Planner: 2017 - 2018 Gibson - The World in 1750 CE

## Global 3

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High School > 2018-2019 > Grade 10 > Social Studies > Global 3 (C) > Week 1

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### 2017 - 2018 Gibson - The World in 1750 CE

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#### Big Ideas / Enduring Understandings

- Governments are formed by both peaceful and non-peaceful means through complex processes.
- Governments are formed to unite, protect, and control populations often at the expense of individual rights and liberties.
- Comparing and contrasting various cultures allows historians to understand motivations for governmental actions, as well trace the spread of ideas and technology (cultural diffusion).

#### Essential Questions

- **How are governments formed?**
- **How do governments stabilize, centralize, and sometimes lose control?**
- **How does historical comparing and contrasting allow historians to better understand diverse cultures?**

#### Common Core Standards and Indicators

**NYS: CCLS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12**

**NYS: Grades 9-10**

##### Reading: History/Social Studies

###### Key Ideas and Details

**1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

**2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

###### Craft and Structure

**4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

##### Writing

###### Text Types and Purposes

**1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.**

1. Write arguments focused on discipline-specific content.

**2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

#### Range of Writing

**10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**

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New York State P-12 Learning Standards (New York State Education Department, used with permission)

#### Content

- **Compare and contrast the Mughal Empire and the Ottoman Empire in 1750 in terms of religious and ethnic tolerance, political organization, and commercial activity.**
- **Examine efforts to unify, stabilize, and centralize Japan under the rule of the Tokugawa Shogunate.**
- **Compare and contrast the Tokugawa Shogunate in Japan with France under the rule of the Bourbon Dynasty, looking at the role of Edo and Paris/Versailles, attempts to control the daimyo and nobles, and the development of bureaucracies.**
- **Compare and contrast the Tokugawa and Mughal responses to outsiders, with attention to the impacts of those decisions.**
- **Create a world map showing the extent of European maritime empires, the Russian Empire, the Ottoman Empire, Mughal Empire, China under the Qing Dynasty, Japan under the Tokugawa Shogunate, Ashanti, Benin, and Dahomey ca. 1750.**
- **Compare the size of these states, empires, and kingdoms relative to the power they wielded in their regions and in the world**

#### Skills / Strategies

- **Gathering, Using, and Interpreting Evidence**
  - **1. Define and frame questions about events and the world in which we live, form hypotheses as potential answers to these questions, use evidence to answer these questions, and consider and analyze counter-hypotheses.**
  - **2. Make inferences and draw conclusions from evidence.**
  - **3. Deconstruct and construct plausible and persuasive arguments using evidence.**
  - **4. Create meaningful and persuasive understandings of the past by fusing disparate and relevant evidence from primary and secondary sources and drawing connections to the present.**
- **Chronological Reasoning/Causation**
  - **1. Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events.**
  - **2. Identify causes and effects using examples from different time periods and courses of study across several grade levels.**
  - **3. Identify, analyze, and evaluate the relationship between multiple causes and effects.**
  - **4. Distinguish between long-term and immediate causes and multiple effects of an event from current events or history. Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time and investigate factors that caused those changes over time.**
- **Comparison and Contextualization**

- 1. Identify a region by describing a characteristic common to places within it. Identify similar and different geographic regions across historical time periods, and relate differences in geography to different historical events and outcomes.
- 2. Describe, compare, and evaluate multiple historical developments (within societies; across and between societies; in various chronological and geographical contexts).
- 3. Describe the relationship between geography, economics, and history as a context for events and movements and as a matrix of time and place.
- Geographic Reasoning
  - 1. Use location terms and geographic representations (maps and models) to describe where places are in relation to each other, and connections among places; evaluate the benefits of particular places for purposeful activities.
  - 2. Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans); describe and evaluate the relationship between human activities and the environment.
  - 3. Identify, analyze, and evaluate how environments affect human activities and how human activities affect physical environments.
  - 4. Characterize and analyze changing interconnections among places and regions.

## Key Terms / Vocabulary

- exploration
- turning point
- transoceanic
- conquer
- voyage
- social hierarchy
- Age of Exploration
- Columbian Exchange
- feudalism
- govern
- isolationism
- empire
- unify
- stabilize

- centralize
- archipelago
- map
- geography
- territory
- hierarchy
- social class
- social order
- religious tolerance
- social mobility
- cultural diffusion
- selective borrowing
- diverse
- Suleiman the Magnificent
- Akbar the Great
- Tokugawa Shogunate
- shogun
- shogunate
- daimyo
- samurai
- irregular coastline
- mountain

## Learning Plan & Activities

Please include Theatre Modalities when appropriate

- **Day 1: Pre-Assessment/Baseline (DBQ/Free Write)**
  - Pre-Assessment to serve as a baseline exam to assess student writing ability. Focus will be on sentence structure, paragraph structure, and to determine what writing skills need to be addressed throughout the upcoming school year.
- **Day 2: Vocabulary Introduction**
  - Define key vocabulary words in the unit. (trade, cultural diffusion)
  - SWBAT discuss the meaning of the unit's compelling question and possible answers to that question.
- **Day 3: 1750 World Map/World Environment**
  - Identify worldwide changes between 1450 and 1750.
  - Describe the events that led to worldwide change between 1450 and 1750 and explain how they caused it.
- **Day 4: Mughal Empire**
  - Describe the actions taken by leaders of the Mughal Empire to address issues political organization and governing a religiously and ethnically diverse empire.
- **Day 5: Ottoman Empire**
  - Describe the actions taken by leaders of the Ottoman Empire to address issues political organization and governing a religiously and ethnically diverse empire.
- **Day 6: Comparing/Contrasting Mughal and**

## Assessments

### Depth of Knowledge (DOK) Levels

#### **New Visions Global Pilot Baseline Exam**

**Formative: DOK 2 Basic Application: Written: Essay**

**Part 1: Free Response Question:**

**Directions: In the space below answer the following questions in three to five sentences.**

**Question: Should we study history? Why or why not?**

**Purpose: How well do students craft sentences and cohesive paragraphs? What writing and organizational skills do students display?**

#### **Part 2: DBQ Paragraph**

**Task: Using the information from the documents and your knowledge of global history, write a paragraph in which you**

- **Discuss the methods Adolf Hitler and his Nazi party used to control the thoughts and/or actions of Germans in the 1930s**

**Purpose: How well do students cite and analyze evidence. What historical writing skills do students display?**

**11 Question Multiple Choice/Short DBQ Assessment  
Summative: DOK 2 Basic Application: Test:  
Standardized**

11 Question Multiple Choice assessment with Regents Style questions and a short DBQ writing assignment.

Students choose one of a list of 8 AIMS we examined in class this unit and answer, with evidence, the student chosen AIM to display content knowledge.

### Ottoman Empire

- - Compare and contrast the Mughal Empire and Ottoman Empire's views on religious and ethnic tolerance, political organization and commercial activity. Compare/Contrast of both empires may be pushed off to next day.
- **Day 7 & 8: Uniting the Tokugawa Shogunate**
  - Describe and analyze the impact of Japan's geography on its relationships with other societies.
  - Describe and analyze efforts to unify and stabilize, Japan under feudalism.
- **Day 9: Multiple Choice Exam (11 Regents Style Questions) & Short DBQ Paragraph**
  - Students choose one of a list of 8 AIMS we examined in class this unit and answer, with evidence, the student chosen AIM to display content knowledge.

### **General Modifications: Multiple Points of Entry**

- **Students will be grouped heterogeneously based on their learning modalities (VARK scores and identified areas for skill improvement in baseline exam) and their classroom performance to ensure diverse groups in which students can learn collaboratively utilizing their unique areas of strength.**
- **Use of verbal cues and checks for understandings to ensure student comprehension and completion of tasks.**
- **Short movie clips and photographs (graphs, artwork, diagrams) are utilized to provide multiple entry points for unique learning styles.**
- **Google Earth used regularly to cater to visual learners and show geographic features in an interactive format (students invited to board to explore google earth).**
- **Graphs/Charts/Maps used to help facilitate synthesis of geographic concepts.**
- **Emphasis of key ideas and words during group readings.**
- **Pacing and duration of lessons will be adjusted to ensure student comprehension of content.**
- **Students are invited up to the board to share answers to various do-now activities in a graphic organizer/mind map format.**
- **Paraphrasing of notes, questions, and directions as needed along with providing additional examples to students.**
- **Regular use of mind maps and graphic organizers (for do-now share outs).**
- **Use of gallery walk and active learning**

Purpose: How well can students pose and answer a historical questions based one chosen evidence?

**strategies and activities to cater to students with diverse learning modalities.**

- **Double time provided for test completion to ICT students.**
- **Student centered learning stations that include documents of diverse formats (maps, graphs, short readings, etc.), utilizing purposeful groupings to support student learning and understanding. This is done to support struggling students, students with disabilities, ELLs, and SPELLs.**
- **Translated copies of reading materials are made available to students who require this modification.**
- **ELLs are grouped with bilingual students to facilitate growth in target language.**

#### **General Modifications for SPELLs and ELLs**

- **Use of Spanish to English dictionaries**
- **Use of google chromebooks with translated documents and assignments.**
- **Use of textbooks**

**NOTE:** These modifications have been utilized throughout the course of this academic year as well as throughout the course of this learning unit. Additional modifications will be added as required and deemed necessary through inquiry cycles of formative assessment.

#### **Common Core Instructional Shifts**

1. **Knowledge in the Disciplines:** Building knowledge to content rich informational text (DBQ Document Readings)
2. **Text Based Answers:** Reading and writing grounded in evidence from the text (DBQ citation of evidence to address regents writing task)
3. **Writing from Sources:** Reading and writing grounded in evidence from the text (DBQ citation of evidence to address regents writing task)
4. **Academic Vocabulary:** Regular practice with complex text and its academic vocabulary (Informational text taken from old Regents exams that include grade level content vocabulary)

[Scope SequenceUnit1-TheWorldin1750CEUnitMap.pdf](#)

#### **Resources**

##### **Texts Used (fiction, non-fiction, on-line, media, etc...)**

Multiple Primary and secondary sources of various lexile levels. See attachment below for full list.

 [Resources Unit 1 - The World in 1750 CE Unit Map - Google Docs.pdf](#)

Focus

- Whole class
- Small group
- Guided reading

- Research

**Materials Used**

Smartboard with Interactive Google Earth  
Focus

- Whole class

**Materials Used**

Sound clips from recent songs that contain themes related to topics discussed in class.  
Focus

- Whole class

